

UNITED STATES DISTRICT COURT
WESTERN DISTRICT OF PENNSYLVANIA

* * * * *

CLAUDETTE DELEON, *

Plaintiff, *

vs. * Case No:

CRAWFORD CENTRAL SCHOOL * 05-126E

DISTRICT, CRAWFORD *

CENTRAL SCHOOL BOARD, *

Defendants, *

MICHAEL E. DOLECKI, *

SUPERINTENDENT, *

Defendant, *

CHARLES E. HELLER, III, *

ASSISTANT SUPERINTENDENT, *

Defendant *

* * * * *

DEPOSITION OF

JOANN WILLISON

March 6, 2006

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1 DEPOSITION

2 OF

3 JOANN WILLISON, taken on behalf of the

4 Defendants herein, pursuant to the

5 Rules of Civil Procedure, taken before

6 me, the undersigned, Wendy Blair, a

7 Court Reporter and Commissioner of

8 Deeds in and for the Commonwealth of

9 Pennsylvania, at the administrative

10 offices of Crawford Central School

11 District, 11280 Mercer Pike, Meadville,

12 Pennsylvania, on Monday, March 6, 2006,

13 beginning at 1:08 p.m.

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1 High School for eight years. Have you
 2 worked for the District any longer than
 3 that time?

4 A.Yes, I have.

5 Q And when did you start with the
 6 District?

7 A I started in 1980.

8 Q And where did you work at that
 9 time?

10 A At the junior high school. I

11 also worked a year in the mid-'70s as a
 12 permanent sub at the high school.

13 Q And did you work in the junior
 14 high school until the time you came to

15 Meadville High School?

16 A Yes.

17 Q As a math teacher?

18 A Yes.

19 Q Prior to becoming employed with

20 the Crawford Central School District,

21 did you work for any other school
 22 district?

23 A Yes, I did.

24 Q Where else did you work?

25 A Iroquois School District in

Page 11

Page 13

1 Erie, and Webster School District in
 2 Rochester, New York, as well as lots of
 3 subbing in other states and other

4 districts.

5 Q When did you graduate from

6 college?

7 A 1970.

8 Q And do you have any other higher

9 education degree, post-graduate?

10 A No, just Bachelor's.

11 Q Is that in math?

12 A Yes.

13 Q Do you currently hold any
 14 positions with the union?

15 A I'm the building rep.

16 Q How long have you been a
 17 building rep?

18 A I don't know exactly. Probably

19 since about 1985, '86, somewhere in
 20 there.

21 Q So you were also a building rep

22 when you were at the junior high school
 23 as well?

24 A Yes. Uh-huh (yes).

25 Q And then since you came to the

1 high school, you've been a building
 2 representative that entire time?

3 A Not the first two years, but

4 after that.

5 Q As a building rep, what does

6 that mean? What do you do relative to

7 your position with the union?

8 A Whenever someone feels that they

9 need representation from the union, I

10 go along and take notes, and I'm

11 basically there for moral support, and

12 any questions they might have in

13 regards to their position with the

14 union.

15 Q And relatively speaking, in the

16 hierarchy of things above you, would

17 that be the grievance chairperson?

18 A Yes.

19 Q And then above the grievance

20 chairperson would be the president of

21 the union; is that correct?

22 A Yes.

23 Q And how many building reps are

24 there at Meadville High School?

25 A Four.

1 Q And who are they currently?
 2 A Myself, Carl Roznowski, Tammy
 3 Shilling and Rick Zylak.
 4 Q How do you spell his last name?
 5 A Z-Y-L-A-K.

6 Q And for the school year

7 2002/2003, were the same four people

8 building reps?

9 A No.

10 Q I know you and Mr. Roznowski

11 were; correct?

12 A Right.

13 Q There were two other different

14 people?

15 A Mr. Zylak was, and I don't

16 remember who the fourth one was.

17 Q In preparation for today, did

18 you review any notes or files from the

19 PSEA kept on record?

20 A Just only my own notes.

21 (Willison Exhibit Number

22 One marked for

23 identification.)

24 BY ATTORNEY HEATH:

25 Q And looking at what's been

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Page 20

1 A.I don't remember if that was Mr.

2 Hotzman or Pat Deardorff in '02.

3 Q But from what you recall, one of

4 them, at least, --

5 A.Yes.

6 Q--- told you that legally it

7 would be better if a woman went in for

8 moral support?

9 A.Right.

10 Q Was there any other discussion

11 that you can recall concerning why a

12 woman would be preferable?

13 A.No, not that I recall.

14 Q And prior to this time, I know

15 you worked in the same building as Ms.

16 delson. Did you know her?

17 A.Oh, yes.

18 Q Did you socialize with her?

19 A.No, not outside school. No.

20 Q And did you talk to Claudette

21 prior to going into the meeting of

22 October 23rd, 2002, if you recall?

23 A.J don't remember.

24 Q And looking at these two pages
25 of notes, do you recall --- does this

Page 19

Page 21

1 refresh your recollection in any way as

2 to what the issues were that were

3 discussed at this meeting?

4 A.Yes.

5 Q Now, there's an action plan that

6 is mentioned. Did you have that action

7 plan available to you to review?

8 A.No, no.

9 Q So at no time did you ever

10 review the action plan, is that what

11 you're saying, that's referred to in

12 this meeting?

13 A.No.

14 Q Who is in this meeting other

15 than yourself and Claudette delson?

16 A.Mr. Heller and I think Ms.

17 Deshner.

18 Q And what was discussed?

19 A Basically was based on a

20 classroom observation that they had

21 done on her.

22 Q And what do you recall

23 specifically about what was discussed?

24 A Basically that they thought

1 classroom, and wanted to know if she
2 agreed. And she said yes, that she
3 thought things were going better.
4 Q And then you said at the bottom
5 page, on the second --- which would be
6 the last page of your exhibit towards
7 the bottom, Mr. Heller says things
8 being better. He asked repeatedly what
9 the --- now is C-H-G, is that change?
10 A.Yes.
11 Q Change would be attributed to?
12 She, referring to Ms. delLeon, didn't
13 know because she didn't think the
14 classes were better. It wasn't
15 resolved. Mr. Heller tried to be
16 positive. She didn't seem to
17 understand that. Do you recall what
18 you meant by that?
19 A.She felt that she still had ---
20 what she said to me at the time ---.
21 Q And this is Claudette when you
22 say she?
23 A.Claudette. That she didn't
24 think things were going all that better
25 based on the action plan.

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I gave her more time to be consistent.

2 Q And relative to --- there's a

3 statement on the first page, again,

4 about having her back to the class and

5 there was gum being thrown at her and

6 then the eraser being thrown at her.

7 Do you recall if there was any times

8 that the placement of her computer was

9 discussed?

10 A Yes. Mr. Deschner thought it

11 would be best for her and recommended

12 to her that she turn the computer

13 around so that she was always facing

14 the class when she was sitting at the

15 computer rather than having her back to

16 the class. And so she did subsequently

17 do that.

18 Q After the meeting of January

19 3 1st, 2003, did you have any

20 discussions with Ms. deLeon?

21 A Yes.

22 Q And what do you recall about

23 that?

24 A We talked about what had been

25 suggested to her by the principals, and

Page 27

Page 29

I she tried to the best of her ability,

2 as far as I know, to do what they

3 suggested as far as turning the

4 computer around.

5 Q And at this point, you still

6 hadn't seen the action plan?

7 A No.

8 Q Looking at the next two pages,

9 preceding two pages, I should say.

10 A Okay.

11 Q There's a notation at the top

12 that looks like the next meeting you

13 attended was on February 4th of 2003.

14 There's a meeting after school with Ms.

15 deLeon, Mr. Deschner, Mr. Morgan and

16 yourself. Who is Mr. Morgan?

17 A Mr. Morgan was the assistant

18 principal at the time. He is now the

19 principal of the building.

20 Q And if you would please take a

21 moment to look at these two pages.

22 WITNESS COMPLIES

23 BY ATTORNEY HEALTH:

24 Q Do you recall being at this

25 meeting?

1 A Yes.

2 Q And essentially is it fair to

3 say that this is a follow-up of the

4 prior meeting on January 31st?

5 A Yes, it was.

6 Q And again, the issue of the one

7 student throwing the gum, whether or

8 not she threw the gum in Ms. deLeon's

9 hair was discussed. And then there's

10 an indication that potentially it was

11 another student. And why was it

12 necessary to have a follow-up meeting

13 on this issue?

14 A As I recall, it was because Mr.

15 Deschner wanted to further look into it

16 to see who really was at fault.

17 Q Which student, you mean?

18 A Yes.

19 Q And he ultimately reached a

20 different conclusion than Ms. deLeon

21 had concerning the student who threw

22 the gum?

23 A Yes.

24 Q And then there's an indication

25 towards the bottom of the first page

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1 A.Yes, I was in the meeting.

2 Q.What do you recall?

3 A. Basically as it's written here,

4 that they were just talking about

5 professional competency, instructional

6 techniques, and her own personal

7 characteristics and traits. It was

8 just a very vague conversation. Other

9 than what's under the first item, there

10 weren't a whole lot of specifics.

11 Q.And reviewing what's under the

12 Roman numeral one there, do you recall

13 this as being an accurate

14 representation of what was discussed at

15 the meeting?

16 A.Yes.

17 Q.Do you recall who was doing the

18 talking at this time?

19 A.I believe it was Mr. Higgins.

20 Q.And did Ms. deLeon respond to

21 the first item concerning the teaching

22 techniques?

23 A.I don't remember.

24 Q.Looking at personal

25 characteristics and traits, you say Mr.

Page 35

Page 37

1 Higgins gave her a student discipline

2 log?

3 A.YES.

4 Q.And a parent contact log?

5 A.YES.

6 Q.And you say gave her a student

7 discipline log and a parent contact

8 log. What do you mean by that?

9 A.It was a series of papers where

10 she could write down students that were

11 --- needed discipline and also another

12 log where she could write down when she

13 had contacted parents and talked to

14 them.

15 Q.And is that something --- I

16 mean, in your practice as a teacher, do

17 you keep a discipline log?

18 A.Yes, I do.

19 Q.And do you keep a parent contact

20 log?

21 A.Yes, I do.

22 Q.So was it unusual to request

23 that Ms. deLeon keep this kind of

24 information?

25 A.Some people do and --- some

1 teachers do and some don't. So I can't

2 answer that.

3 Q.So you wouldn't say it would be

4 unusual?

5 A.It wouldn't be unusual, no.

6 QIf you look at the second page,

7 it says, and refer to action plan. And

8 again, I understand your testimony that

9 you don't recall whether or not you saw

10 it at the time?

11 A.No, I don't remember.

12 Q.Then the last sentence says,

13 Claudette acted mad and/or upset. Mr.

14 Heller reprimanded her, reminded her to

15 act professionally. What do you recall

16 about that?

17 A.The only thing I do recall is

18 that she did seem to be upset over all

19 of the instructional technique pointers

20 as well as keeping the logs. And Mr.

21 Heller, as I said here, told her to act

22 professionally. I do remember that,

23 but I don't remember other specifics.

24 Q.When you say she was acting

25 upset, do you recall anything specific

1 said that wasn't the case. What wasn't
2 the case?

3 A.I think he was referring back to
4 that it was only one --- when she said
5 it was only one student's paper that
6 she had misplaced.

7 Q.Then you have in parenthesis
8 there, he had to warn her about being
9 disrespectful. What happened?

10 A.I don't remember that. I don't
11 remember exactly the details.

12 Q.Do you remember anything that
13 prompted you to write that?

14 A.Well, just that she was trying

15 to make the point that it was only one
16 student's paper that she had misplaced.

17 Q.And trying to make her point, do

18 you recall anything about her demeanor?
19 A.She was getting upset.
20 Q.And could you tell that by her
21 actions or her tone of voice or both?

22 A.Both.

23 Q.And then you say here, next

24 Claudette says her class was perfect.

25 What do you recall about that

1 discussion?

2 A.Just that she maintained that as
3 far as she was concerned, her class was

4 perfect, that the kids were well

5 disciplined and ---

6 Q.And did this relate to one

7 particular class, or all of her

8 classes; do you recall?

9 A.I think it was in general all of

10 the classes, but I'm not perfectly sure

11 about that.

12 Q.And then do you recall that

13 student discipline issues were brought

14 up by Mr. Deschner?

15 A.Yes.

16 Q.And she, she being Claudette,

17 indicated this was totally Mr.

18 Deschner's perception that there were

19 discipline problems; is that accurate?

20 A.Yes.

21 Q.Then there was a disagreement

22 about what lesson Claudette was

23 teaching; isn't that correct, during

24 this classroom observation?

1 Q.That Mr. Deschner believed it was

2 the same lesson she had taught in the

3 beginning of the year, and Ms. deLeon

4 disagreed; is that right?

5 A.That's correct.

6 QNow, if you look at the second

7 page, this is when, again, you were

8 talking about opening the classroom

9 observation papers. And you recall Ms.

10 deLeon indicating to Mr. Higgins that

11 her lawyer would respond to this

12 letter?

13 A.Yes.

14 QAnd do you recall anything else

15 that was discussed concerning her

16 lawyer being the person that would

17 respond to the letter?

18 A.Just what I have written, that

19 she was told that it wasn't a lawyer

20 issue, it was an in-school issue

21 between employee and employer.

22 Q.When it said she was told that,

23 who told her that?

24 A.There again, I didn't write it

25 down, so I don't know if it was Mr.

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Page 5:

1 A.Me.

2 Q And who told you that?

3 A Mr. Heller.

4 Q And what did he say concerning

5 this being insubordinate?

6 A He just said that --- he said

7 you know what that might potentially

8 mean. And I said, yes. And he said

9 implying, he said that could mean

10 termination.

11 Q And is it your understanding

12 that pursuant to your collective

13 bargaining agreement that could be a

14 grounds for termination, being

15 insubordinate?

16 A Yes.

17 Q Looking at the beginning two

18 pages of the exhibit, this is the next

19 day then, April 11, 2003. It's not

20 clear who was in the meeting other than

21 your notes indicate that Mr. Higgins

22 was there, I presume, it says Mr. H.

23 But then the next page says Mr.

24 Higgins, then it says Mr. D. Do you

25 know if that was Mr. Dolecki or Mr.

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Page 53

1 I here, I don't remember.

2 Q There's an indication here at

3 the bottom of the first page, was asked

4 if she ever stepped outside classroom

5 to receive calls. She said only from

6 parents, meaning what?

7 A I would just say that if parents

8 called, she probably was meaning that

9 she stepped outside of the room in

10 order to talk to the parents, instead

11 of being in front of students.

12 Q But didn't do that when she

13 received calls from her doctor and her

14 pharmacy, is the next line?

15 A Well, that's what this parent

16 was claiming.

17 Q She said then admitted she took

18 calls from her doctor and her pharmacy.

19 Then she had said previously that she

20 only accepted outside calls from

21 parents, which leads me to believe she

22 was indicating that she didn't do that

23 when she received calls from the doctor

24 and pharmacy. Is that what you recall?

25 A Well, that's what I wrote.

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1 seems to refer to is the losing of
 2 assignments and there's an issue about
 3 that, but I don't necessarily see
 4 anything concerning confidentiality
 5 specifically?

6 A.No.

7 Q So there's nothing else that you
 8 recall independently?

9 A.No.

10 Q As a teacher in the Crawford
 11 Central School District, are you aware

12 of what FERPA is, F-E-R-P-A? Do you

13 know what that is?

14 A.No.

15 Q Have you ever had any training
 16 on student confidentiality at

17 in-service days or anything along those
 18 lines?

19 A.I don't know if I have.

20 Q Are you aware that there's a

21 student records policy?

22 A.Yes.

23 Q If, in fact, you were sitting in
 24 a classroom and received a phone call
 25 from a parent, would you be discussing

Page 59

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1 a student in front of other students?

2 A.No.

3 Q Why not?

4 A It's not the appropriate thing

5 to do.

6 Q What is your understanding of

7 the School District's policy on student

8 confidentiality?

9 A Just that --- that it's

10 confidential. It's between parent,

11 student, teacher and sometimes not even

12 teacher.

13 Q Meaning other teachers?

14 A Just their confidential files,

15 yeah, I'm not privy to.

16 Q During any of the meetings that

17 we discussed today, was there ever a

18 period of time when Ms. deLeon was

19 looking at the floor and not making eye

20 contact with the administration?

21 A.Yes.

22 Q And what do you recall about

23 that?

24 A I remember one time when it

25 happened that one --- I don't remember

1 who it was, one of the principals asked

2 her to look at them when they were

3 talking to her.

4 Q And did you ever have to direct

5 her to look up?

6 A.I don't believe I did.

7 Q Did Mr. Roznowski?

8 A.I don't recall.

9 ATTORNEY HEATH:

10 I have nothing further.

11 Thank you.

12 ATTORNEY NICHOLS:

13 If you want to take a

14 short break, then I've got a few

15 questions. We'll take a short

16 break.

17 SHORT BREAK TAKEN

18 ATTORNEY NICHOLS:

19 Okay. We're back on the

20 record.

21 EXAMINATION

22 BY ATTORNEY NICHOLS:

23 Q Ms. Willison, I'm Caleb Nichols.

24 I represent Ms. deLeon. I have just a

25 few questions based on questions posed

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1 A.Yes.

2 QOkay. All right. Now,

3 following on the meeting on April 11th,

4 the next day, and as I understand at

5 that meeting on April the 11th, again,

6 the same questions I pose to you. Did

7 you hear her direct profanity at anyone

8 during that meeting?

9 A.No.

10 QAnd likewise with respect to ---

11 did you observe her physically accost

12 anyone or try to physically injure

13 anyone?

14 A.No, she didn't.

15 QNo? Okay. You used the word

16 belligerent, and I think you used it in

17 the context with Ms. deLeon said that

18 she would file a grievance. Do you

19 find that uncommon, someone to say I

20 feel they've been indignant or feel

21 unjustified, so I'm going to file a

22 grievance? Is there anything

23 particularly belligerent about that?

24 ATTORNEY HEATH:

25 Objection to form.

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1 belligerent or insubordinate?

2 A.I don't know. That wasn't my

3 determination.

4 QOn at least one occasion, based

5 on your notes, you say that Mr. Deschner

6 admonished Ms. deLeon to be respectful?

7 A.Yes.

8 QAnd to be professional?

9 A.Yes.

10 QDid he raise his voice when he

11 said that?

12 A.I don't remember.

13 QWould it be proper to say he was

14 chastising her?

15 A.I's more of a reminder.

16 QIn the course of these meetings,

17 did you hear him make these ---

18 admonished her more than once in this

19 sense?

20 A.I only recall the once, because

21 that was the only meeting that I have

22 it written down in my notes.

23 QOkay. All right. Excuse me.

24 ATTORNEY NICHOLS:

25 I have no more questions.

1 BY ATTORNEY NICHOLS:

2 QYou can answer.

3 A.I'm not sure what I'm answering.

4 QWell, I mean, your attorney used

5 the term belligerent in there. But I

6 say in the context in which you said

7 she said that she would file a

8 grievance. I was asking you if using

9 that term belligerent in that context,

10 if someone feels aggrieved and says I'm

11 going to file a grievance against you,

12 is that commonly thought to be

13 belligerent?

14 A.I don't know. It was in the

15 context of the meeting.

16 QYeah, but I'm saying is what she

17 said she would do, she had a right to

18 do, you know. As a union person, you

19 wouldn't deny that she had a right to

20 file a grievance if she felt aggrieved;

21 right?

22 A.Right.

23 QWell, if you seek to exercise

24 your right, then is it really fair to

25 say that that is characteristically

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'02 - correct

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1 COMMONWEALTH OF PENNSYLVANIA)
2 COMMISSIONER OF DEEDS)
3)
4 C E R T I F I C A T E
5)
6)

6 I, Wendy Blair, a Commissioner of Deeds in
7 and for the Commonwealth of Pennsylvania, do
8 hereby certify:

9 That the witness whose testimony appears in
10 the foregoing deposition, was duly sworn by me on
11 said date and that the transcribed deposition of
12 said witness is a true record of the testimony
13 given by said witness;

14 That the proceeding is herein recorded fully
15 and accurately;

16 That I am neither attorney nor counsel for,
17 nor related to any of the parties to the action in
18 which these depositions were taken, and further
19 that I am not a relative of any attorney or
20 counsel employed by the parties hereto, or
21 financially interested in this action.

22
23
24
25
Wendy Blair, Reporter

WENDY S. BLAIR
Commonwealth of Pennsylvania
Commissioner of Deeds
My Commission Expires June 5, 2006

Fri. 4/11/03

Joanna Williams notes
EXHIBIT
32

Mr. H.

C. has not to disagree
C. must remain calm - if don't agree -
can ask ques., can write reply.

Mr. B.

Re: letter from Mr. Albaugh
Re: phone conversations w/ C. - requesting work.

4/4 Adam Albaugh signed a statement that
his work was given to Mr. Albaum

Adam waited in 8th per. class quite
awhile for her to help him - came

back last 5 min. of class.

Adam came on 4/4 only requesting back assign.

C. wrote in memo - memo to Mr. B. stating
she had given Adam his assign. & he

lost it again - she gave it to him again.

(C. was observed 4/2, suspended on 4/3, this incident
occurred 4/4)

- was asked if she ever stepped outside classroom
to receive calls - she said only from parents.

Mrs. Albaugh did C. called Pharmacy - Students
heard it. (then admitted she took calls from
her Dr. and her Pharmacy.)

Mr. B. reminded her that those calls should
be happening on planning time only.



Mr. Klossner - Appendicitis - overall-unsatisfactory

Taken - effectiveness - U.

Taken - Student interaction - U.

Response to supervision - U.

Attitude - U.

Ability to cooperate - U.

Maturity - U.

Dependability - U.

Communication - U.

① Admin. Team - re sum Mr. Dolacki
recommending dismissal to board
suspended without pay - (Board will vote on 4/28)

Res:

Salary - compensated for large workload.

- Should receive next ⁴ or more paydays.

Benefits - terminated in 30 days of board. (end
Lesson Plans - prop. of Sch. Dist.

Grade book - prop.
Student's work.

Mon. - 4th per. 3/24/03
Meet to discuss
Strategies
and help.

3/19/03 Met. w/C. Deacon
Mr. Beckner, Mrs. Higgins, Mr. Steele, Mrs. Claudette, me

Revised Action Plan.

I. Prof. Competency (Refer to attachment)
Instruction. Techniques

- @ door - materials for students without
materials - lend to locker.
- Have extra worksheets.

Be aware of absences! Have materials
for them!

- Jumping around in book had students
confused! (as much as 60 pg.)
- Consistency in what students are doing.
- Remember who has turned in materials.
- Write statements that are being made
to students.

II. Person Chkn. & Traits

Mr. Higgins Openes her a "Std. Discipline Log"
and a "Parent Contact Log".
- Opens Consistency in logging.

III Management of Org.
Refer to Action Plan

Claudette acted male and/or upset - Mr. Heller
reminded her - Reminded her to act professionally

Mr. J. Higgins, B. Blakner,
C. Keller, Claudette, me.

Mr. Higgins, 4/10/03
Re: Classroom observation

Prob. w/ Stud. w/ missing work - orgnizg.
Claudette admitted she misplaced papers -

in Gradebk. in wrong class. (ass only / std.

Mr. Higgins said he talked to 2 students who

were missing work that she misplaced.

Mr. Deesner said that wasn't the case.

(He had to warn her about being disrespectful.)

Cl. says her class was perfect.

Mr. D. brought up about disruptions

Cl. She indicated was totally then

Mr. D. perspective. She said kids were
asking permission in Spanish to talk.

Mr. D. said Mr one missing hand.

Cl. His asking in Spanish

Mr. D. accused Cl. of taking same lesson
as in beginning of yr.

Cl. Says no - were ~~the~~ Orgniz. verbs.

Mr. D. He disagreed

At beginning Cl. was handed a sealed
envelope which contained her most
recent classroom observation. She

let it lay without opening until told.
Once opened, she refused to read it.
After being prompted by her,
C. indicated to Higgins that her lawyer
would respond to his letter.

- She was told it wasn't a lawyer issue.
It was an in-house issue between
employee - employer.
- C. First management - was told by Bdg. Reps.
to calm down and not threaten Admin.
She didn't listen.
Threatened Governance agent. Mr. D. (reminded
her that she fired 2 others over yrs. and
won - could win again.)
Knew in Mr. D.'s face that he was in
full yelling @ another taker - but never
urged him up. - Basically accusing
discrimination.
- C. Said she was a perfect taker and
the Admin. was harassing. Bdg. Reps.
couldn't stop her - Admin. couldn't
stop her. Bdg. Reps. finally took
her out as one demanded her work,
the other was telling her to stop -

finally escorted her out to Mr. Morgan's office. Tried to calm her - couldn't. She wanted to go home - we asked Admri. - they said no - she is "under contract and must fulfill her daily obligations". She said she'd handle it to per. close.

Admri. told usg. rep. that she was ~~resubordinate~~ - and reminded us what that meant - implying termination.

Mtg. sched. for Fri. April 11, 2003 @ 3:10.

Mon. 2/24/03

Re: Rely. on classroom. segment.

Dr. Higgins: Found concern etc. (negative)

- Neg. comment in 3rd paragraph agst. Mr. Heller.
- Wants her to re-read Chp. 4 on T.A. managing for her classroom.

Chp. 4 Pg 54-5 "Games"

① Student is verbally abusive
"inappropriate" - address after class

Then move on.

When meet w/stud. after class -
explain why - inappropriate behavior
broke 8 rules - broke classroom rule.
Will need to file "misconduct".
Is a game - not to be tolerated.

② Another disc. probk. -

be more accurate in reporting facts.

Chap. 3 Recording Classroom:

- A stud. she had probk. w/ - nothing done.
- Mr. Radnick had same probk. w/ same stud., but stud. suspended.
- Cloudette has probk. w/ that!

Claudette wanted like to observe Radnick & McDonald because they have same students.

- She wanted to know if she could send a student to "time out" in another lang. tchr's room.

Mr. Higgins - wanted to see more complements to students who are making an effort

* "High Achievers" - rewards that same as low ones - based on effort
descriptions - "Good work on 'er' and 'ar' words
gratitude - "Good work on 'er'."

Read Chapters 7 & 8 Meet 7th per. Friday
Talk Q what we do in classroom
and how to utilize the specific.

Turn in Disc. Log

Meet 3:15 - 3:45 Wed. 2/26/03
in my room to go over above pts.

Intg. after Period 2/4/03

w/ c. Bedon, Mr. Decker, Mr. Morgan, me
Re: Incident on previous Fri. when Claudette

sent Anne Mosley to office for putting gum
in Claudette's hair.

Mrs. G. talked to Anne - she didn't do it -
but Claudette sent Anne bc cause she was
Monthly. Mrs. found Stephanie Kee to
be the one who threw gum.

Stephanie got a 1 day in-sch. suspension
and 2 alt. Sch. t.

Claudette doesn't quite believe Stephanie did it -
but if she did, she'd like to find out why
Stephanie is throwing things.

Mrs. G. "scolded" her for not listening to what
Admin. tells her about rules in class.
If action plan isn't working - need to do
something else.

Claudette feels "pressure" when being observed.

Doesn't want to inc. medication.

Talks to Dan Hartman to help calm her - feels

she's friend and cares.

Wants to visit a then-friend (at Villa Marie
to observe her.

(2/4/03 mtg. continued)

Mrs. commended Claudette for turning computer around.
Suggested a better system for collecting postcards.

Jan. 21, 2003

Atty. w/ Mr. DeRinner, Mrs. Bedon, Williamson
Mr. Higgins -

Mrs. Bedon was w/ computer w/ back to class -
printing design & for an absent student
as per Mr. Morgan's request.

Anicee Mosley was out of her seat - Gum
thrown at Mrs. Bedon's hair - Anicee
was accused - denied it - Shouted obscenities
etc. (as per Mrs. Bedon)

Anicee asked to be written up - wants
to be sent to a home.

Inspired at ~ 8:14 1st per. on 1/3/03.

He didn't call Mrs. Mosley.

(A similar situation happened on Thurs.
w/ Mrs. Wisinski - supposedly he threw
an eraser off a pencil @ Mrs. Bedon)

Claudette had 2 students out on passes.
They were questioned as to who did throw gum -
They said it was another girl - ^{Stephanie} Not Anicee
Mrs. A. said Anicee in office @ 8:09 which
doesn't "gel" w/ Claudette's version

Time disappears.

One has had many detentions - but no misconduct prior to this.
Character on bulletin board.

Mrs. Shockey wants to come in for a conf.
Mrs. Wisinski " " " " " "
(past a ct. w/ David Venderhoff - accused of
throwing home
and Stephanie Reisi)

Claudette believes her Classroom...

Management Plan is working.
Large class monitors students closely.

Action Plan - the Cape - is not working!
Being observed always & works. can't help it.
Wants to go to workshops.

Cloudette DeJarn

10/23/02 Classroom Observ. 10/16 (Wed. - 8th gr.)
by Mr. Keller.

Prep. and observation - given "S" instructions of effectiveness -

- everything else

Mrs. DeJarn - on time - took attendance, etc.

Suggestions: talking slower for clarity
OK for underst. before moving on
to next concept

When asking ques - said "anybody" should have them raise hand.
Gives chance for a response.
And keeps table down.

When Stud's respond w/kt. vis. -
need pos. reinforcement.
Mr. Sage like this in Spanish -
but will try to do more.

Try to move them more toward
std. centered rather than
teacher centered.

Overall - lesson went well and was satisfied.

Mr. Higgins and Mr. Keller well prepared a diff.

Class next time.

She responds to Action Plan - very good.

Cloudette doesn't agree that things are
going that well. She says ~~that~~ there are

disruptive students.

- Mrs. Heller feels she's better equipped because of her own plan.
- She says it helps to have her own classroom.
- More understanding from students w/know.
- She says she's doing the same things she's always done. But students are still disruptive. She doesn't think her own plan is helping a lot.
- Strategies are same -
- Claudette says she thinks things are same -
Mrs. Heller says things seem better. She asked repeatedly what the chg. could be attributed to - She didn't know because she didn't think the classes were better.
- It wasn't resolved.

Mr. Heller tried to be positive - She didn't seem to understand that.

Authorized by the Secretary of the Treasury

THE GREAT UNION REVENGE

1997-1998 学年

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ANSWER

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ГРЯДУЩИЕ ПРИВЛЕЧЕНИЯ

Программа по изучению

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EXHIBIT

NAME	RACE	SEX	BEGINNING DATE OF EMPLOYMENT	END DATE OF EMPLOYMENT	POSITION
1 Campbell, Vern	Hispanic	F	8/23/2004	Current	Guidance Counselor
2 Farinas, Susan	White - French	F	Aug-93	5/21/2004	French Language Teacher
3 Forder, Tammy	Black	F	5/21/2004	Current	Elementary Teacher
4 Forder, Tammy	Black	F	9/5/1999	Jun-04	Teacher Aide
5 Mocza, Maria	Hispanic	F	8/28/2005	Current	Spanish Language Teacher
6 Rahmann, Mike	White - German	F	8/22/1988	Current	English as a Second Language Teacher
7 Detweller, Cludette	Hispanic	F	Aug-80	4/14/2003	Spanish Language Teacher
8 Forder, Doreen	Asian (Paca or Breto)	F	9/27/1986	Jun-04	Social Studies Teacher
9 Bradwell, Debbie	Black	F	Sep-90	Jun-02	French Monitor
10 Manning, Paul	Black	M	10/31/1997	Aug-01	A Teacher Aide
11 Maffei, Lee	Hispanic	M	8/31/1998	8/28/2003	Social Studies Teacher
12 Aiza, Marlene	Hispanic (Cuban)	M	Jun-98	Jun-78	Spanish Language Teacher
13 Wermar, Barbara	Black	F	4/30/1978	Jun-00	Curriculum
14 Corde, Gloria	Hispanic (Cuban)	F	8/27/1987	1/21/1991	Spanish Language Teacher
15 Powell, Tammy	Black	F	8/31/1970	1/4/2002	Elementary Teacher
16 Steining, Vicki	Black	F	10/10/1988	6/7/2001	Lunch Monitor
17 Arnold, Kristiann	Black	M	6/1/1987	6/2/1989	Curriculum Director
18 Moudy, Leanne	Black	M	8/23/1990	4/18/1996	Curriculum
19 Lepins, Linda	French (Paca or Breto)	M	Aug-97	Jun-97	French Language Teacher
20 Matinez, Rosalba	Hispanic (Cuban)	M	Jul-64	Jul-97	Spanish Language Teacher
21 Montes, Leslie	Hispanic (Cuban)	M	7/16/1982	8/17/1994	Spanish Language Teacher
22 Rogers, Rose	Hispanic (Cuban)	F	8/15/1988	Jun-88	Spanish Language Teacher
23 Dibon, Ammeda	Black	F	8/26/1972	8/2/1993	Physical Education
24 Lawrence, Roland	Black	M	6/20/1974	7/28/1996	Health & PE Teacher
25 Blazquez, Janina	Hispanic	F	6/20/1978	6/8/2002	Spanish Language Teacher
26 Brown, Miltie	Black	F	Jul-74	2/19/1982	Curriculum
27 Hearn, Ruth	Black	F	Jan-61	1/27/1988	Curriculum
28 Johnson, Neta	Black	M	11/27/1978	1/1/1984	Curriculum
29 Stevenson, Rhonda	Black	M	4/26/1983	Aug-83	A Trainer Officer
30 Johnson, Neta	Black	F	7/31/1987	7/31/1987	Curriculum
31 Asberry, Cynde Mae	Black	F			Curriculum

Appendix A measure used in conjunction

with the Philosophy and Rationale Section.

Teacher _____

DeLeon, Claudette

Subject Area Foreign Language 6/9/00 Grade Level 9 - 12 Years of Service as a full-time employee in the District 11 Building Meadville Senior High

; - Satisfactory

U - Unsatisfactory

PROFESSIONAL COMPETENCY

A. PREPARATION-PLANNING

ALL PROFESSIONAL STAFF SHOULD DEMONSTRATE THE ABILITY TO PREPARE, PLAN, AND USE EFFECTIVELY INSTRUCTIONAL

LESSONS APPROPRIATE TO THEIR TEACHING ASSIGNMENT.

The following criteria are guidelines for consideration:
 His instruction indicates definite goals have been established in correlation with the curriculum.
 Resourceful in selection of instructional materials.
 Teacher participates in peer-group discussion of teaching techniques
 Lesson plans were purposeful.

Comments _____

B. TECHNIQUE - TEACHING EFFECTIVENESS

ALL PROFESSIONAL STAFF SHOULD DEMONSTRATE THE ABILITY TO USE APPROPRIATE TEACHING TECHNIQUE TO ENHANCE

TEACHER EFFECTIVENESS.

The following criteria are guidelines for consideration:
 Uses auditory and visual aids purposefully.
 Makes explanations clear and concise.
 Uses student's experiences to motivate interest.
 Uses a variety of instructional methods.
 Stimulates interest and curiosity.
 Obtains positive reaction from most students.
 Makes effective use of community resources.

Comments _____

C. TEACHER-STUDENT INTERACTION

ALL PROFESSIONAL STAFF SHOULD ENCOURAGE POSITIVE TEACHER - STUDENT RELATIONSHIPS

The following criteria are guidelines for consideration:
 Courtesy and tact - is polite, considerate and respectful with students;
 Attempts to maintain consistencies when working with students.
 Encourages positive, professional relationship with students.
 Strives to develop self-discipline such as responsible behavior, respect, and honesty in the student.
 Understands and respects differences in abilities, interests and needs of students.

Comments _____

II. PERSONAL CHARACTERISTICS AND TRAITS

A. RESPONSE TO SUPERVISION

ALL PROFESSIONAL STAFF SHOULD BE ABLE TO RESPOND EFFECTIVELY TO SUPERVISION.

The following criteria are guidelines for consideration:
 Demonstrates ability to work with administrators to achieve educational improvements.
 Observes administrative policies while reserving the right to seek change.
 Responds to constructive criticism for improvement of the educational program.

Comments _____

B. ATTITUDE

ALL PROFESSIONAL STAFF SHOULD DISPLAY POSITIVE ATTITUDE TOWARD ACHIEVING EDUCATIONAL GOALS.

The following criteria are guidelines for consideration:
 Displays interest, enthusiasm, flexibility and dedication as a teacher.
 Is polite and considerate.

Comments _____

WED - 2-00

James C. Lester, Jr.

C. **ABILITY TO COOPERATE**
ALL PROFESSIONAL STAFF SHOULD DEMONSTRATE THE ABILITY TO COOPERATE WITH OTHERS.

The following criteria are guidelines for consideration:
 Maintains sound relationships and works constructively with students, parents and school personnel.
 Carries out extra duty assignments regularly.
 Comments

S

D. **MATURITY**

ALL PROFESSIONAL STAFF SHOULD DISPLAY Maturity.
 The following criteria are guidelines for consideration:
 The following criteria are guidelines for consideration:
 Demonstrates self-confidence and a pleasant disposition toward students, parents and co-workers, has a sense of humor.
 Exhibits intelligent, mature behavior and conducts himself in a manner which exhibits professional dignity.
 Demonstrates honesty and respect for laws.
 Comments

S

E. **DEPENDABILITY**

ALL PROFESSIONAL STAFF SHOULD BE DEPENDABLE.
 The following criteria are guidelines for consideration:
 The following criteria are guidelines for consideration:
 Is responsible in meeting education obligations.
 Is punctual in meeting schedules, can be relied upon to take some initiative and cope with various circumstances which may arise.
 Comments

S

F. **COMMUNICATION**

ALL PROFESSIONAL STAFF SHOULD DEMONSTRATE THE ABILITY TO COMMUNICATE EFFECTIVELY.
 The following criteria are guidelines for consideration:
 The following criteria are guidelines for consideration:
 Demonstrates appropriate use of language and voice control.
 Gives clear and concise instructional directions.
 Comments

S

G. **PHYSICAL CHARACTERISTICS**

ALL PROFESSIONAL STAFF SHOULD GIVE ADEQUATE ATTENTION TO PERSONAL AND PHYSICAL CHARACTERISTICS.
 The following criteria are guidelines for consideration:
 The following criteria are guidelines for consideration:
 Gives adequate attention to personal grooming and appropriate dress.
 Is physically fit as evidenced by regular attendance, and the ability to carry a normal assignment. (This does not apply to temporary disabilities).
 Comments

S

H. **PROFESSIONALISM**

ALL STAFF SHOULD STRIVE FOR CONTINUED PROFESSIONAL GROWTH OPPORTUNITIES.
 The following criteria are guidelines for consideration:
 The following criteria are guidelines for consideration:
 Strives to attend workshops, seminars, etc. to provide for professional growth. Demonstrates a willingness to serve in a responsible position in district or state educational organizations.
 Is an active member in professional organizations.
 Comments

S

Teacher's Comments: (If extra comment area is needed, please attach additional sheet.)

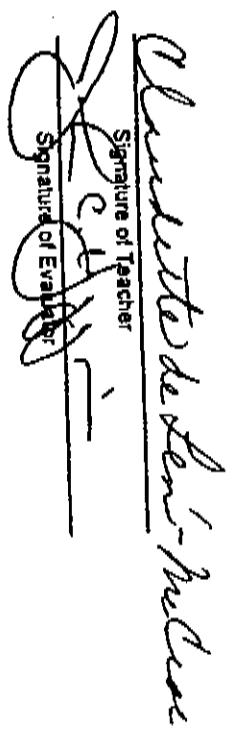
I have read this report and discussed it with my evaluator.

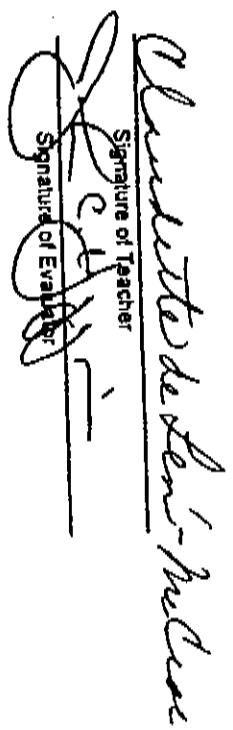
OVERALL EVALUATION:

S

Satisfactory

Unsatisfactory


 Claudette de Leon-Melchor
 Signature of Teacher


 Signature of Evaluator